

South Carolina Department of Education

2003

Reference Handbook for
2003 Instructional Materials Review Panels

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Introduction

The State of South Carolina historically has placed great emphasis on the provision of appropriate textbooks for the public schools. A statement of the Board of Education in the "Course of Study for the Public Schools Prescribed by the State Board of Education for use from July 1, 1927 to June 30, 1932" addresses the primary motivation for carefully choosing textbooks:

In all its deliberation, the Board never lost sight of the fact that the schools of the State exist fundamentally for the children of the State, and the purpose to serve them, and through their education to advance the welfare of the commonwealth, has been uppermost in the mind of the Board in finally determining its choice of books. The Board dared not forget that the children of South Carolina deserve the best it has in its power to give them, and that in so doing it was only doing what every patriotic citizen of the State would desire the Board to do. In this sense it has felt it was representing the best thought of all who are intelligently concerned for the present and future of South Carolina.

South Carolina maintains the philosophy that textbooks--now expanded to include instructional materials--are a basic cornerstone of a comprehensive curriculum that provides South Carolina students the best possible learning resources. Instructional materials are a support resource and framework for the classroom teacher to use in facilitating student learning. Textbooks are only one tool available along with teacher-designed resources, teacher-directed and inquiry-based instruction, hands-on and manipulative activities, audiovisual and technological resources, ample library books, supplemental books, and resource personnel necessary to provide the balanced, well-rounded curriculum the students of the state deserve.



2003 Instructional Materials Adoption Calendar

October 28–November 8, 2002	<ul style="list-style-type: none">• Meeting of the Curriculum and Instructional Materials Advisory Committee for the 2003 adoption cycle.
December 11	<ul style="list-style-type: none">• Recommend to the State Board of Education the subject areas to be opened for 2003 adoption.
December 11, 2002 January 31, 2003	<ul style="list-style-type: none">• State Superintendent issues the Call for Bids as authorized. The Call contains instructions and information for publishers/vendors participating in the 2003 adoption cycle.
March 11	<ul style="list-style-type: none">• Opening of bids submitted by publishers/vendors at 12:00 noon at the South Carolina Department of Education.
March 12	<ul style="list-style-type: none">• Recommend to the State Board of Education the appointment of the Instructional Materials Review Panel members.
March 17–28	<ul style="list-style-type: none">• Publishers/vendors contact the Adoption Coordinator to schedule June presentations with Review Panels.
April 25	<ul style="list-style-type: none">• Provide to publishers/vendors a list of addresses for mailing instructional material samples to the Panel members.
May 23	<ul style="list-style-type: none">• All briefs, correlations, and official instructional material samples including manuscripts must be mailed to the State Department of Education.
May 23	<ul style="list-style-type: none">• Instructional material samples including manuscripts, briefs, and correlations must be in the hands of all Review Panel members.
June 2–6	<ul style="list-style-type: none">• Review Panel orientation and publisher/vendor presentations to individual Review Panels.
June 2–September 2	<ul style="list-style-type: none">• Bid tabulations distributed to Panel members and available to publishing companies and vendors.
September 2–12	<ul style="list-style-type: none">• Deliberation and final recommendations of materials by the Instructional Materials Review Panels.
September 15–19	<ul style="list-style-type: none">• In preparation for the public review, mail to publishers/vendors a list of the instructional material titles recommended by Panels.
October 1	<ul style="list-style-type: none">• Review Panel reports with annotations of recommended materials submitted by the Panel Facilitator to the Adoption Coordinator.
October 10–November 9	<ul style="list-style-type: none">• Public review of recommended instructional materials.
November 10	<ul style="list-style-type: none">• Public review comments from display sites submitted to the Adoption Coordinator.
December 10	<ul style="list-style-type: none">• Review Panel recommendations and public review summary report presented to the State Board of Education.
January–February 2004	<ul style="list-style-type: none">• Department staff and publisher representatives conduct the Instructional Materials Caravan at regional sites to provide districts/ schools with information on newly adopted instructional materials.

Subject Areas for The 2003 Instructional Materials Adoption Cycle

Business

- Business Communication
- Business Computer Mathematics
- Business Law
- Entrepreneurship
- International Business and Marketing
- Introduction to Business and Marketing

Language Arts

- English Language Arts, K–5

Mathematics

- Calculus (includes Advanced Placement Calculus, AB and BC)
- Discrete Mathematics
- Mathematics for the Technologies IV
- Pre-Calculus
- Probability/Statistics (Includes Advanced Placement)

Science

- Astronomy
- Advanced Placement Environmental Science
- Anatomy and Physiology
- Earth Science, Grade 9-12
- Environmental Science
- Marine Science
- Science—Integrated, Grade 9

Social Studies

- Advanced Placement Economics (includes Micro and Macro)
- Citizenship—Civics
- Economics
- Psychology (includes Advanced Placement Psychology)
- Sociology

Visual and Performing Arts

- Advanced Placement Art Studio, General, 11–12

Role of the South Carolina Instructional Materials Review Panels

Members of the South Carolina Instructional Materials Review Panels have the responsibility of screening submissions of current instructional materials to offer local school districts a set of options from which to choose the best programs for a particular district's student needs. The panels are composed of a representative group of classroom teachers, administrators or college instructors, and laypersons. In examining the role of the panel member, three major questions can be considered:

1. What should **good** instructional materials do well in a specific subject area?
2. What critical curricular/instructional needs (based on research, the state curriculum standards, competencies, and needs assessment) should instructional materials in a particular subject area address specifically?
3. What instructional materials will be the best resources for teachers in South Carolina to use effectively with their students?

Instructional Materials Review Panel members participate in the major tasks of (1) studying carefully, "trying out," and discussing the instructional materials with the panel and (2) participating in question/answer sessions with publishers and panel deliberations. Panels should consider the following procedure to accomplish these tasks.

Studying the Instructional Materials

Step 1. Identify the state standards, current trends, and research in the subject area.

The panel members should study the state curriculum standards and competencies for the area under review and consider guidelines for selecting instructional materials. Assistance will be provided by the facilitator and if desired by consultants to the panel. Other means of summarizing current trends include checking the table of contents of professional journals for the preceding two or three years, reviewing recent state and national conference programs, and studying brief summary reports from professional organizations. The **most** applicable research findings (maybe five to ten) should be crystallized in capsule form, perhaps on index cards or in a log. An exhaustive research review is not necessary or possible within the time frame--determining major research trends, however, should be considered important.

Step 2. Assess state, district, and classroom needs.

Panel discussion should focus on current needs in the instructional program, examining such issues as relevant statewide mandates, and strengths and weaknesses of currently adopted instructional materials.

Panel members should solicit input from teachers, administrators, and laypersons in their local areas as to needed features in new instructional materials. Panel members should rely on their personal experience to identify needs. Again, only a few basic needs--critical ones--should be determined.

Step 3. Apply criteria and the rating system for evaluating the materials.

The "South Carolina Criteria for Adoption of Instructional Materials" provides a structure for the review and evaluation of instructional materials. (See pages 12 through 21.) With the facilitator and chairperson's guidance, the panel should be sure that the content of the material is aligned with state curriculum standards, competencies, and/or state law. If state standards or competencies have not yet been developed, the panel has the responsibility for determining content specific criteria for the particular subject area under consideration.

In reviewing the instructional materials, the panel member should keep the criteria sheet available. It is important to adopt an "evidence" approach to applying the criteria. A recommended procedure is to keep a running log of specific, succinct comments and references while reviewing a series. The log of comments provides "evidence" or justification for determining whether a criterion is met or not. An example of how a log or notebook might be structured for a review is as follows:

SMITH TEXT:

<u>Criterion</u>	<u>Page Reference</u>	<u>Comments</u>
Higher Order Thinking Process	Page 18	Questions at the end of the chapter focus on analysis and evaluation (at least two questions).
Variety of Teaching/Learning Styles	Page 23	Projects for extension work are provided.
In-depth Content Coverage	Page 40	An entire chapter is devoted to the critical concept of <u>(list concept)</u> , as identified in the curriculum standards. Other texts only devote 2-3 pages.
Content Coverage	Page 50	The concept of <u>(reference curriculum standards)</u> is poorly treated; very few examples of its attributes are listed.

It might be helpful to mark the text or instructional material with "post-its" or paper clips. In summarizing, group comments together that reflect a particular criterion. Review the summarized information and evaluate the surveyed instructional materials by the designated rating system.

Guidelines for Publisher Presentations and Question/Answer Sessions

Note: These guidelines apply to all presentations by publishers and to the review panels that do not have formal deliberation meetings.

1. The general attitude of panel members toward the publisher's representative who presents the materials should be that of a professional associate who merits courteous treatment. Even if the publisher's representative is obviously not a "specialist" in the subject area being presented, remarks and reactions of the panel should not be directed toward the competency of the publisher's representative. The representative's competency is a private matter and not an issue in the deliberation itself.
2. Panel members may take notes during the publisher presentations in June and the question/answers sessions in September.
3. Instructional Materials Review Panel members should be thoroughly familiar with the materials **before** the September deliberation meetings occur in order that valuable time not be consumed with questions that reflect lack of familiarity with the materials on the part of panel members.
4. The publisher's representative deserves the complete and undivided attention of the panel. During the publisher presentations, the representative should be given as much uninterrupted time as possible. Panel members should not comment on offerings of **other publishers** and should not interrupt with trivial comments of "side issue" discussions among themselves.
5. During the presentations and question/answer sessions, panel members should refrain from displaying through their spoken or unspoken reactions either intense approval or disapproval with the material under consideration. Such displays of reactions might suggest to the publisher's representative certain panel leanings that would be difficult to account for in view of final panel decisions.
6. In summary, the panel should so conduct itself during presentations and representative can feel that he: (a) has had a fair chance to present his materials, (b) has question/answer session that the publisher's been attended courteously, and (c) has so satisfied the panel with his presentation that he sees no "unfinished business" that he would have wanted to accomplish.

Procedural Points for Review Panel Members

1. Panel members should be as familiar as possible with the provided information prior to beginning the review of materials.
2. All materials are to be thoroughly reviewed and evaluated individually **before** the official deliberations begin the week of September 4 through September 7. Criteria worksheets with comments should be brought to the official deliberations in Columbia.
3. **Persons cannot serve on an Instructional Materials Review Panel if they have any relationship with a publishing company. In the event a panel member is so associated, the panel member should notify the facilitator immediately, as this is in violation of the State Regulations for Instructional Materials Review Panel members.**
4. Each panel member should keep an exact record of mileage and all expenses while in Columbia for the official deliberations and orientation.
5. All proceedings of the Instructional Materials Review Panel are to be conducted in accordance with the Freedom of Information Act of 1978 as amended in 1987. This includes posting notices of panel meetings at least 24 hours in advance. Panel reports and minutes (if applicable) from all proceedings are considered public information. Caution should be exercised by panel members in communications relative to the final action taken on instructional materials. The panel through its report to the Board recommends instructional materials for adoption. Final approval for the adoption can only be granted by the State Board of Education.
6. Panel members should accept no favors from publisher representatives and avoid all superlatives or evaluative comments when meeting with representatives.
7. In the event a publisher's representative personally delivers instructional materials, the Panel member should be cautioned that discussions of the materials **are not** to take place.

Checklist For Instructional Materials Review Panel Members

1. Study panel criteria that are aligned to state curriculum standards and/or competencies. _____
2. Review capsule summary of recent research in the subject area. _____
3. Review major needs identified by panel. _____
4. Study instructional materials and teacher's edition. _____
5. Use the Criteria Worksheet or keep log of evaluative comments. _____
6. Solicit input from other teachers who have studied the material. (Optional step) _____
7. Try out selected lessons with students. (Optional step) _____
8. Attend panel deliberations and participate in discussions. _____

State Curriculum Standards

South Carolinians have worked together to set shared educational goals and academic standards. As per Article 3 in the Education Accountability Act (EAA) of 1998, Section 59-18-300, the State Board of Education has adopted grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography) and science for kindergarten through twelfth grade as well as standards for grades nine through twelve for benchmark courses in mathematics, English/language arts, social studies, and science. The board has also adopted K–12 standards in foreign languages, visual/performing arts, physical education and health and safety.

The standards are reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and are reflective of the highest level of academic skills at each grade level.

Purpose and use of state-level academic standards

- Academic standards define the common knowledge and skills that all children should know and be able to do.
- Academic standards are clear, complete, and comprehensible for all audiences: educators, policy makers, and the general public.
- Academic standards serve as the basis for decision-making and educational policy development.
- Academic standards serve as the basis for an objective and reliable statewide assessment.
- Academic standards provide the foundation for the development of curriculum at the district level.

EAA also requires that the criteria governing the adoption of instructional materials shall reflect the substance and level of performance outlined in the grade specific academic standards adopted by the State Board of Education.

Occupational education has core competencies that drive the occupational specific courses. Core competencies specify the entry-level skills needed by the learner to enter the world of work in a specific occupation or to pursue further education at the post-secondary level. These competencies are in place and are consistent with the standards. Tech Prep supports the standards because the core competencies identified are integrated with components of Tech Prep.

Excerpts from South Carolina School-to-Work Transition Act of 1994

Section 4.

- (A) As a part of the school-to-work system, the State Board of Education shall establish a structure for preparing students for employment and lifelong learning which expands upon the current Tech Prep model to include four components:

- (1) quality schooling having a rigorous curriculum,
- (2) career counseling,
- (3) work exploration and experience, and
- (4) structured work-based learning.

In developing the school-to-work system, the emphasis shall be on a structure which is flexible to meet local school needs and available to all students as needed and appropriate. Students and their parents will make the decision as to which track the student will follow and students may transfer between Tech Prep and College Prep tracks within guidelines established by the State Board of Education to allow for transfer up to the senior year of high school. The State Board of Education, for the purpose of successfully establishing and implementing the school-to-work system, shall endeavor to obtain the cooperation of employees, the Commission on Higher Education, post-secondary institutions, and the several school districts.

- (B) The State Board of Education shall, beginning with school year 1994-95, establish by regulation quality schooling which, at a minimum shall include:

- (1) A rigorous, relevant academic curriculum which shall among other changes or improvements:
 - (a) include rigorous applied academic methodologies in mathematics, science, and communications skills where appropriate;
 - (b) increase mathematics instruction to include statistics, logic, measurement, and probability;
 - (c) incorporate in the curriculum the skills and competencies suggested in the United States Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) report and those identified in the employer survey report of the South Carolina Chamber of Commerce's Business Center for Excellence in Education including an emphasis on the importance of individual achievement as a cornerstone upon which self-respect, academic, and personal success are founded;
 - (d) eliminate the "general track" for students first enrolling in high school on or after the 1996-97 school year;
 - (e) develop plans to accelerate the learning of students that are behind their age peers; and
 - (f) develop plans that take into account student learning style.

- (2) Changes in vocational education programs which:
 - (a) redefine vocational programs so as to expand their content, relevancy, and rigor in preparation for lifelong learning and living in a technological society; and
 - (b) integrate instruction in academic and occupational courses to ensure a rigorous, relevant, and academic curriculum;
- (C) With the advice of the statewide advisory council hereinafter established, the State Board of Education shall, beginning in school year 1996-97, establish regulations for:
 - (1) Career exploration and counseling which include:
 - (a) student exposure to career options by integrating career counseling activities into the kindergarten through grade twelve curriculum; and an alternate plan for each student starting in grade twelve curriculum; . . .
 - (3) Structured work-based learning opportunities and components of these work-based opportunities include:
 - (a) structured work-based learning to include the establishment of a youth apprenticeship model as defined in Section 3;
 - (b) integration of academic and vocational learning;
 - (c) coordination and integration of school and work-place learning; and
 - (d) credentials for both academic and occupational skills.

These programs shall be governed by broad coalitions of institutional partners.

Section 10.

- (A) The State Board for Technical and Comprehensive Education in conjunction with the State Board of Education shall develop measures for articulation of high school courses to post-secondary technical institutions including procedures to enable qualified students to achieve advanced standing in technical college programs.
- (B) . . . School districts must certify that the applied academic courses offered are equivalent to the pre-college curriculum requirements.

Section 13.

When the Department of Education or a school district eliminates the general track or implements Tech Prep, appropriate textbooks and instructional materials must be approved by the appropriate authority and must be made available to the district.

Signed by Governor Carroll Campbell
June 15, 1994

South Carolina Criteria For Adoption of Instructional Materials

The criteria used to evaluate instructional materials must be consistent with state curriculum standards, competencies, and applicable legislation. Each Instructional Materials Review Panel will determine criteria specific to its particular subject area. Suggested criteria is outlined below and described on the next few pages.

I. CONTENT (60%)	<u>Weight</u>
A. Content Specific	35%
Content must be aligned to state grade level curriculum standards, competencies, and/or state law. If none exist, then Instructional Materials Review Panel determines criteria with assist as needed from the SDE.	
B. Accuracy	15%
▪ Bias	
▪ Facts	
▪ Reliability of Authorship	
D. Student Assessment/Evaluation	10%
▪ Consistent Quality throughout Material	
▪ Variety of Activities	
▪ Application/Problem Solving	
II. INSTRUCTIONAL STRATEGIES (30%)	
A. Variety of Both Teaching and Learning Styles	15%
B. Organization/Management	7%
C. Applications of Content	5%
D. Quality of Supplemental Material	3%
III. General Characteristics (10%)	
A. Quality of Style/Appropriate Level of Difficulty	5%
B. Presentation/Format/Attractiveness	2%
C. Technical	3%
▪ Production	
▪ Quality of Source Materials	

Criteria Narrative

I. Content (60%)

Content refers to the subject matter--the concepts, processes, and skills necessary to understand the particular subject. Content must be aligned with the state curriculum standards.

Content should first of all be meaningful. Critical content objectives should be selected and covered in appropriate depth and with cohesion. Important topics should be interrelated and integrated. Material should also be presented in a manner that is motivational and interesting to the target population of students. The content should be such that the activities and text encourage students to seek and use supplemental resources. Quality and development of standard-based content rather than quantity of topics "mentioned" should be the goal.

The content should foster higher order thinking and problem solving processes. The concepts selected should include an appropriate balance of topics intrinsic to the subject. Pacing of skills and objectives should be brisk enough to stimulate student interest but should provide sufficient detail to build comprehension. The general organization and sequencing of the subject matter should facilitate effective learning and should challenge students to build further knowledge. (See discussion of higher order thinking skills on the following page under "Special Considerations.")

Accuracy

Accuracy includes several important considerations. The first area of concern is freedom from bias in presentation of the content. Sensitive representation of ethnic groups (cultural or racial), males and females, and sectional (regional) groups is necessary. Further, the content should be clear and adequate. Facts should be accurately and objectively presented. Interpretations and interrelationships of facts should be reasonable. The content should reflect knowledgeable authorship as indicated by completeness and accuracy of information.

Student Assessment/Evaluation

Ongoing student assessment and evaluation should be incorporated throughout the instructional material. The quality of questions and activities in the material should be consistent and varied throughout the program and should reinforce the crucial concepts. Different and interesting ways of determining whether or not students have understood the material should be provided. Application of the content to divergent situations and opportunities for problem solving strategies using the content should be included.

II. Instructional Strategies (30%)

Instructional strategies are the methods and activities used to present information to the student. Students come to the classroom with different learning strengths and teachers possess and prefer many different styles of pedagogy. The materials should employ a variety of types of presentation techniques and types of activities. There should be opportunities for the application of the concepts presented in activities that require student involvement, which integrate the content with other disciplines and with real world situations. Additionally, instruction should not be based on only the material at hand but should lead the student to other sources and formats of information. One source of

information cannot possibly provide in-depth coverage of a subject without encouraging the student to seek information elsewhere.

Every teacher will come to the instructional situation with a different amount of expertise or experience in a subject. The material should be organized in such a way as to guide the less experienced teacher through the material and its management but allow for creativity by the more experienced teacher. Instructional goals that are clear and well organized will facilitate effective teaching and learning. Supplemental materials that accompany the instructional item under consideration should adhere to the same high quality expected of the basal material.

III. General Characteristics (10%)

As each instructional item is being examined, the evaluator should keep in mind several criteria that apply to all subject areas: quality of style, presentation, level of difficulty, and technical qualities. More important is the quality of the narrative style. Whether the material is print based, video based, audio based, or a combination, the prose should be engaging and at an appropriate level of difficulty for the intended audience. Children, like adults, are motivated to read and listen to what is of interest to them. Materials that have been watered down due to the application of strict readability formulas will be neither engaging nor successful.

The format and presentation of information should include illustrative material, like graphs, photographs, illustrations, tables or video segments, which are attractive and contribute to understanding of the subject matter presented. The layout and typography must contribute to understanding as well as to attractiveness and appeal. Technical qualities are important when considering all formats of instructional material. The visibility factor should also be considered. For example, there should be a good contrast between the printed text and the background on the page. Both production criteria and information sources should be examined in light of the particular subject under consideration and the presentation format.

Special Considerations

In addition to curriculum standards, there are often unique concerns that an individual Instructional Materials Review Panel must address. These issues vary with the specific nature of an individual Review Panel. There are, however, certain special considerations common to all panels that each panel should be sure to include in their criteria.

I. Positive Representation of Minority Groups

It is important that instructional materials be free of bias in the areas of race, ethnicity, gender, and religion. Minority groups, males, and females should be presented so that their achievements and contributions are recognized. All groups should be treated with appropriate respect, and the abilities and activities of various groups should be free of stereotypes.

II. Adequate of Treatment Higher Order Thinking Skills and Problem Solving

Higher order thinking is the ability and willingness to manage the mental processes necessary to reach decisions, make judgments, solve problems, and construct and communicate meaning. It is important that recommended instructional programs include materials that develop higher order thinking skills and problem solving.

Higher order thinking involves many processes; yet it is more than the sum of its parts. Higher order thinking includes but is not limited to the following: questioning, interpreting, analyzing, synthesizing, organizing and integrating information, generalizing and inferring, estimating and predicting outcomes, creating, and evaluating.

These processes must be selected, combined, and used at the appropriate time. Students must believe they can think well and must learn to monitor and regulate their own thinking; they must also understand how skills and processes relate to different kinds of content and situations.

In summary, higher order thinking includes these dimensions:

- Skills, strategies, and processes
- Selection, organization, and use of the skills, strategies, and processes
- Application within and across subject areas and real-world tasks
- An inquisitive and positive "can-do" attitude
- Managing and regulating one's own thinking processes

III. Specific Terminology Used Throughout the Curriculum Standards

Teachers must align their curriculum to the state's standards and plan instruction that will enable students to meet the high expectation set by these standards. Review Panel members must select instructional materials consistent with the standards and, therefore, must be aware of specific terminology used throughout the standards. The

document entitled, PACT Mathematics Assessment: A Blueprint for Success, January 1999 (page 4) illustrates the hierarchy of terms found in the standards.

The term “understand” includes all of Bloom’s Taxonomy from “knows” to “evaluates.” The terms “investigate,” “examine,” and “explore” are used to refer to the systematic use of the processes of problem solving, reasoning, communication, and connections. These terms can be categorized into six levels as shown in the table below.

Level 6	appraise, choose, conclude, decide, defend, evaluate, gauge, judge, justify, prioritize, rank, rate, select, support, understand, value
Level 5	assimilate, change, combine, compose, construct, create, design, develop, formulate, generate, invent, originate, plan, predict, pretend, produce, rearrange, reconstruct, reorganize, revise, suggest, suppose, synthesize, visualize
Level 4	analyze, categorize, classify, compare, contrast, debate, deduct, determine the factors, diagnose, diagram, differentiate, dissect, distinguish, examine, group, infer, relate, specify
Level 3	apply, compute, demonstrate, determine, draw, find out, give an example, illustrate, make operate, show, solve, state a rule or principle use
Level 2	comprehend, convert, describe, explain, interpret, paraphrase, put in order, restate, retell in own words, rewrite, set, summarize, trace, translate
Level 1	define, fill in the blank, identify, label, list, locate, match, memorize, name, recall, spell, state, tell, underline

IV. Goals from South Carolina English Language Arts Curriculum Standards

The South Carolina English Language Arts Curriculum Standards represent what students are expected to know and be able to do as readers, writers, communicators, and researchers from prekindergarten through high school. The standards are best taught and evaluated within a comprehensive literacy curriculum that includes extensive opportunities for students to read, write, communicate, and inquire about their work. Although the standards for each grade are presented in curriculum standards document in numbered lists, the items in these lists are not organized as a hierarchy. That is, they are not intended to be taught discretely in a predetermined order. Instead, they are to be addressed frequently in a variety of ways with increasingly difficult texts over extended periods of time to promote deep understanding.

- **Reading Goal: The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.**

Reading is the art and science of making sense of print and is an essential tool in today’s ever-changing world. Readers integrate word meanings (semantics), sentence structure (syntax), and sound-symbol relationships or visual (graphophonics) cues to receive information. Experienced readers interpret cues

instinctively, using them to examine complex literary and real-world texts. Readers must be able to make connections between texts they are reading, other texts they have read, their personal experiences, and their knowledge of the world.

- **Writing Goal: The student will write effectively for different audiences and purposes.**

Writing is a powerful tool for learning, allowing students to make discoveries and to integrate personal knowledge. Students need the opportunity to write about different topics and to write for different purposes, such as to explain, inform, learn, entertain, and describe. The audience for student writing should be varied. Students should also have the chance to share their writing and to process revision ideas with their peers. Students should be exposed to a variety of literary models for writing and should have the opportunity to self-select topics. They need frequent opportunities to write in a variety of formats and genres. For students to grow as writers, they must be allowed to take risks and make mistakes. For students to become proficient writers, they must be involved in their own writing, share their work, and perceive themselves as authors.

- **Communication Goal: The student will recognize, demonstrate, and analyze the qualities of effective communication.**

Students must be given the opportunity to interact and express themselves. The communication skills of listening, speaking, and viewing form the basis for students' understanding of the world around them and are the essential foundation of their academic and professional growth. Perhaps more than any other area of language arts, communication skills contribute to students' ability to succeed in the world of work, to function as informed consumers, and to enjoy life and learning at an enhanced level.

- **Research Goal: The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.**

As researchers, students access, interpret, and use information. To make students aware of research as a part of lifelong learning, teachers model and support an inquiry approach to learning. Inquiry-based teaching and learning begins with the student's wondering about something. That wonder leads the teacher and the student to ask questions, browse, hypothesize, read, investigate, check sources, collect data, consider various perspectives, solve problems, draw conclusions, revise, rethink, reformulate, and ask more questions. In order for this type of research to take place, there must be talk, exploration, and collaboration in the classroom.

It is important for students to pose questions, determine topics, and explore issues in which they are interested. In order to do these things, students must read, write, look, speak, research, collaborate, interpret, experiment, share, report, explain, and ask new questions. These activities support teaching and learning in the classroom.

Five Essential Areas of Reading as Identified by the National Reading Panel

(Excerpts from *Put Reading First: The Research Building Blocks for Teaching Children to Read*, September 2001)

The National Reading Panel (NRP) issued a report in 2000 that responded to a Congressional mandate to help parents, teachers, and policymakers identify key skills

and methods central to reading achievement. The Panel was charged with reviewing research in reading instruction (focusing on the critical years of kindergarten through third grade) and identifying methods that consistently relate to reading success. Listed below are the five essential areas of reading instruction as identified by the National Reading Panel.

- **Phonemic Awareness**

Phonemic awareness is the ability to notice, think about and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

- **Phonics**

Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words. Teachers of reading and publishers of programs of beginning reading instruction sometimes use different labels to describe these relationships, including the following:

- graphophonemic relationships
- letter-sound associations
- letter-sound correspondences
- sound-symbol correspondences
- sound-spellings

- **Fluency**

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding. Fluency is important because it provides a bridge between word recognition and comprehension.

- **Vocabulary**

Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

- **Text Comprehension**

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

Instructional Materials Criteria Worksheet

Please complete a separate criteria sheet for each of the instructional materials program or series submitted for consideration by your review panel. Use the Comments/Evidence column for a review of your evaluation and to document your rating of the instructional materials on the attached criteria summary sheet. Rate each program or series submitted using the Likert scale as indicated. Each item of the program/series should be examined and rated for each criterion on the rating sheet. The evaluator should be looking for evidence that the material satisfies that particular criterion. The Likert scale ranges from one (1) to five (5) with one indicating that absolutely no evidence can be found as to the success of the material in meeting that criterion and five indicating that there is absolutely no question in the evaluator's judgment that the material meets the criterion.

1	2	3	4	5
No Evidence	Some/Limited Evidence	Average/Moderate Evidence	High/Above Average Evidence	Clear/Superior Evidence

I. CONTENT

A. Content Specific (35%)

Rating:

Comments/Evidence

-
- Content encourages/ students to seek and use supplemental resources (reading lists, activities, chapter reviews).
- Content organized for effective learning
- Coverage of higher order thinking processes
- In-depth coverage of content objectives
- Balance and pacing of skills and objectives
- Determined by Instructional Material Review Panel
- Must be consistent with existing state grade level curriculum standards, competencies, and/or laws.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

■ _____

Comments/Evidence

B. Accuracy (15%)

Rating:

■ **Bias**

Sensitive representation of ethnic, gender, and sectional groups

■ **Facts**

- Accurate presentation of information
- Objective presentation of information
- Instructional material accuracy/objectivity not adversely affected by content omissions/emphases
- Reliability of authorship
- Content reflects knowledgeable authorship

**C. Student Assessment/
Evaluation (10%)**

Rating:

- Quality of questions and activities consistent throughout the material
- Provisions for a variety of assessment and evaluation activities
- Requires application and problem solving strategies

II. INSTRUCTIONAL STRATEGIES

**A. Variety of Both Teaching
and Learning Styles (15%)**

Rating:

- Sufficient quantity of workable and challenging activities for group, individual, in-school and out-of-school projects provided (including resource people)
- Reinforcement and enrichment/challenge features included
- Material lends itself to adjustment for individual student needs

**B. Organization/ Management
(7%)**

Rating:

- Instructional objectives present and well-written
- Designed to facilitate effective teaching and learning
- Material provides flexibility for creative teaching

C. Applications of Content (5%)

Rating:

- Balance between reading/discussion and independent activities where students or groups are engaged in applying concepts
- Student involvement through problem solving and decision-making
- "Real-life/real-world" features and connection with student experiences
- Material allows for integration of content across disciplines and for connections within the discipline

D. Quality of Supplemental Material - if included (3%)

Rating:

- Adequate content background
- Lesson objectives
- List of resources for student activities
- Suggested procedures for instructional planning
- Reinforcement and enrichment/challenge features enhance teaching/learning process
- Student assessment/ evaluation suggestions
- Application activities

III. GENERAL CHARACTERISTICS

A. Quality of Style/ Appropriate Level of Difficulty (5%)

Rating:

- Interesting narrative style appropriate to student maturity
- Understandability/appropriate level of difficulty

B. Presentation/Format/ Attractiveness (2%)

Rating:

- Illustrative materials (graphs, tables, diagrams, photographs, illustrations) enhance attractiveness
- Format and typography appealing and functional
- Visibility factor/contrast of text with page background

C. Technical (3%)

Rating:

- Production
 - Quality of binding and other specifications (paper, ink, print, etc.) - if applicable
 - Quality of audio and video - if applicable
- Sources
 - Bibliography and references appropriate
 - Sources reflect state-of-art thinking in the field
 - Index, table of contents, glossary are comprehensive, accurate, usable

Criteria Summary For Evaluation of Instructional Materials

				<u>RATING</u>		
		Weight	x	Rating	=	Total
I. CONTENT (60%)						
• Content Specific		35%	x	_____	=	_____
• Accuracy		15%	x	_____	=	_____
• Student Assessment/Evaluation		10%	x	_____	=	_____
II. INSTRUCTIONAL STRATEGIES (30%)						
• Variety of Both Teaching and Learning Styles		15%	x	_____	=	_____
• Organization/Management		7%	x	_____	=	_____
• Applications of Content		5%	x	_____	=	_____
• Quality of Supplemental Material		3%	x	_____	=	_____
III. GENERAL CHARACTERISTICS (10%)						
• Quality of Style/Appropriate Level of Difficulty		5%	x	_____	=	_____
• Presentation/Format/Attractiveness		2%	x	_____	=	_____
• Technical		3%	x	_____	=	_____

TOTAL SCORE: _____

Review Panel: _____ Date: _____

Evaluator's Signature: _____

Program/Series: _____

Author: _____ Publisher: _____

Vote Information

There is no limit to the number of programs, series, or individual items that may be recommended by a Review Panel. All submitted items should be recommended for adoption that meet the review panel's general criteria which incorporates the subject specific criteria outlined in the state curriculum standards, occupational competencies, and state law.

In order to be placed on the recommended list, instructional materials must receive affirmative votes from at least two-thirds of the panel members.

There are three categories for recommendations on the Vote Verification Form provided to review panels — Recommended as Adopted, Recommended as Supplemental Materials, and Not Recommended. For **every item** listed on the Verification Form, one of the three categories **must be marked**.

Recommended as Adopted — Materials that are recommended for adoption have met the criteria established by the review panel and are essential. (Example: student text, software, video, kit, and CD-ROM, laser disc). Materials listed as “Adopted” are placed on contract and provided to districts with state funds.

Recommended as Supplemental — Supplemental materials are items that are aligned with and support the established criteria but are not essential (i.e., Can you teach without it? Is it an integral part of the program or an enhancement? Integral = Adopted, Enhancement = Supplemental). Materials listed as “Supplemental” are placed on state contract to hold the price for the length of the contract but are purchased by districts with local funds.

Panel members have the flexibility of determining which programs, program components, and other instructional materials are recommended as “Adopted” or “Supplemental.”

Not Recommended — Instructional materials that do not meet the criteria used by the review panel. The State Board of Education has requested that a brief statement be included in the panel report for those programs receiving no votes.

Panel members should contact the Panel Facilitator if they have questions concerning the voting procedures.

1998 Vote Verification Form for Calculus

Program Title	Components	Grade	Recommended	Recommended as Supplemental	Not Recommended	Free by Publisher
<u>Addison Wesley Longman, Inc.</u>						
Calculus: Graphical, Numerical, Algebraic	Answer Book	11-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructor's Solutions Manual	11-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student Edition	11-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student Solutions Manual	11-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teacher's Resource Package	11-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Brooks/Cole Publishing, A Division of International Thomson Publishing, Inc.</u>						
Calculus: Concepts and Contexts	Student Edition	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Derive Laboratory Manual	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Maple Laboratory Manual	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mathematical Laboratory Manual	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Single Variable Calculus: Early Transcendentals, Third Edition	Student Edition	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Everyday Learning Corporation</u>						
Contemporary Calculus through Applications	Student Edition	9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Data and Programs Disk	9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>McDougal Littell, Inc.</u>						
Calculus of a Single Variable, Fifth Edition	Student Edition	11-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ancillary Materials and/or Services *(Materials provided free or at reduced price)*

Each publisher when bidding instructional materials for consideration under the adoption program may elect to offer as part of their bid any ancillary materials and/or services such as teacher's editions, workbooks, duplicating masters, in-service training, consultants, etc., which will be furnished at no cost or at a reduced cost to all school districts in South Carolina that adopt its program. A completed "Ancillary Materials and Services Bid List" must be attached to each bid. Instructional Materials Review Panel members are provided a listing of all ancillary materials and/or services as submitted with the bid for the instructional materials to be reviewed for adoption.

Instructional Materials Review Panel members have as their major responsibility the evaluation of the instructional materials for students that will be purchased by the state following adoption by the State Board of Education. Ancillary materials and/or services may range from excellent to poor in quality. An evaluation of these materials/services as promised by publishers is not essential to the adoption process. Instructional materials and teacher's editions must be judged for appropriateness and quality without regard to other "promises" by publishers.

Cost of Instructional Materials

Publishers submitting instructional materials for consideration under the state adoption program must submit a price for each item bid. This means that the state can buy the student instructional material program upon approval by the State Board of Education at that bid price for a period of up to six years. Teacher's editions in a ratio of generally 1 to 25 are furnished at no additional cost to the state during the initial year of the purchase under the contract with the publishers.

Instructional Materials Review Panel members should give consideration to the cost of the instructional materials in formulating their recommendation to the State Board for adoptions. Bid prices should be compared using the "Contract Retail Price" because this is the price the state will pay, less 10 percent, if adopted. **Where instructional materials are equivalent in content and methodology, the lower priced materials should be recommended for adoption.**

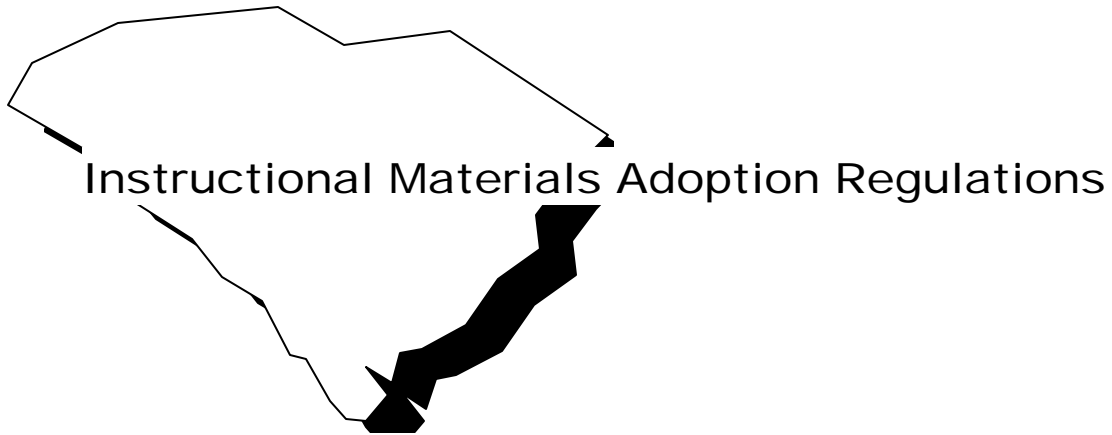
Regulations require that hardbound textbooks meet binding specifications as stated in the "Revised Official Minimum Manufacturing Standards and Specifications for Textbooks." However, the State Board of Education may waive all deviations and technicalities with sufficient justification presented by the Instructional Materials Review Panels. In the event that paperbound books or textbooks in non-traditional format are recommended for adoption, the cost over the adoption period (usually six years) should be equivalent to a single hardback textbook that does meet standards.

Disposition of Instructional Material Samples After State Adoption Process

- A. Sample copies of instructional materials, textbooks, and supplementary materials furnished to members of Instructional Materials Review Panels shall remain in possession of panel members until the adoption process has been completed. State Board of Education action on recommendations from the panels will be considered as the completion of the adopted cycle in a given year. Samples furnished by publishers shall be handled in the following manner:
1. The publisher shall notify the State Department of Education of its intent to reclaim samples when official bids are submitted.
 2. Each publisher electing to reclaim samples must arrange for collecting all samples at its own expense from panel members within 30 days after the State Board of Education has approved the adoption.
 3. Where publishers do not elect to reclaim samples or fail to collect the materials according to the procedures set forth in the policy, panel members may use them in their own work, donate them to public schools, state-supported institutions, or charitable non-profit organizations.
 4. A panel member or employee of the State Department of Education shall not dispose of any instructional material samples or supplementary materials for profit or personal gain.
 5. Samples furnished to the State Department of Education that are not adopted may be reclaimed at the publisher's expense by mail or picked up by the publisher's representative within 30 days after the adoption. Any samples not collected after 30 days may be donated to public schools, state-supported institutions, or charitable non-profit organizations, but may not be sold.
 6. A sample copy of all adopted instructional materials including workbooks and other supplemental materials shall be stored at the State Department of Education for the duration of the contract with its publisher.
 7. Samples of materials stored at the State Department of Education where the contract has expired will be sent to the Central Depository for donating to public schools, state-supported institutions, charitable non-profit organizations, or disposing/recycling, but may not be sold.
- B. Samples of Non-Textbook Materials
1. A publisher may propose in writing to the instructional materials adoption program coordinator an alternative plan for sampling of non-textbook materials (kits, software, Internet-based programs, etc.). If the proposal is approved by the program coordinator such sampling shall be deemed acceptable for meeting State Board of Education sampling requirements.

2. Samples under the approved alternative plan must be reclaimed from panel members in the same manner as traditional samples as stated in A.2. of this policy. Unless excluded by the alternative plan, the State Department of Education shall retain non-textbook samples of adopted materials and access to adopted Internet programs for the duration of the contract with its publisher.

Based on the 1991 Ethics Reform Act, the State Ethics Commission has rendered the opinion that sample materials not reclaimed by publishers/vendors should be used by schools or other institutions and not retained for personal use. (Advisory Opinion SEC A092-163)



SOUTH CAROLINA BOARD OF EDUCATION

CHAPTER 43

STATUTORY AUTHORITY:

1976 CODE SECTIONS 59-5-60 AND 59-31-550

ARTICLE 4. TEXTBOOK REGULATIONS

REGULATION NO.: R 43-70

SOUTH CAROLINA DEPARTMENT OF EDUCATION

COLUMBIA, SOUTH CAROLINA

SECTION 1. Statutory Authority

Pursuant to Sections 59-5-60 and 59-31-550, the State Board of Education shall have the responsibility and duty to adopt the instructional materials used for instruction in the free public schools of South Carolina subject to the provisions of the sections that follow. South Carolina contract statutes and any other applicable State laws guide the instructional materials adoption process.

SECTION 2. Instructional Materials Evaluation Criteria

General criteria governing the adoption of instructional materials shall be developed and revised by the State Department of Education and presented to the State Board of Education. Specific subject criteria are contained in the grade level education standards adopted by the State Board as well as each curriculum framework, occupational education core curriculum, and other program area materials which are not addressed within the standards and/or curriculum framework and shall be used in the evaluation process.

SECTION 3: Instructional Materials Advisory Committee

The State Board of Education shall appoint, with the recommendation of the State Superintendent of Education, an Instructional Materials Advisory Committee. The Committee shall consist of fifteen members; six members who are actively engaged in teaching in South Carolina public schools; eight members who are actively engaged in school work either administratively or supervisory, at least one from each congressional district and two at large; and one lay citizen, preferably a former member of the State Board of Education. It is the intention of the State Board that the Committee membership include members whose interests reflect the needs of all students served by the educational system. Seven of the members shall be appointed for a term of two years; eight shall be appointed for a term of four years. Thereafter, the term of all appointed members shall be four years. The Committee shall be facilitated by appropriate staff members from offices of the State Department of Education.

The duties of the Advisory Committee shall be to study continually the Instructional Materials Review, Selection, and Distribution Process and make recommendations to the State Board of Education through the State Superintendent of Education as to changes needed in the process to meet the needs of students, schools, and school districts for instructional materials. The Committee should address: recommendations in regard to exercising options in existing contracts; recommendations in regard to renegotiating expiring contracts; and recommendations for prioritization of purchases should funds not be available. The Committee shall give careful attention to new and improved methods of presenting instructional materials. The Committee is authorized to secure the assistance and advice of consultants. Special consideration should be given to consultants from within the state.

The Instructional Materials Advisory Committee shall meet annually at the call of the Chair. Additional meetings, when necessary, may be held at the call of the Chair, a majority of its members, on request by the State Board of Education, or the State Superintendent of Education. However, the State Board of Education reserves the right to limit the number of official meetings this Committee may hold in one school year.

The Instructional Materials Advisory Committee may make curriculum reports when in its judgment such reports are deemed advisable. The Committee shall report to the State Board of Education not later than May of each year any changes needed to be made in the Instructional Materials Review, Selection, and Distribution Process during the following school year.

SECTION 4. Instructional Materials Review Panels Established

The State Board of Education shall appoint, with the recommendation of the State Superintendent of Education, Instructional Materials Review Panel or Panels for each area for which a curriculum framework has been adopted by the State Board of Education, occupational education core curriculum, or other program areas not addressed within a curriculum framework. The number of Panels needed and number of Panel members needed for each framework, occupational education core curriculum, or other program area shall be included in the recommendation from the State Superintendent of Education. Names of potential Review Panel members shall be obtained from district superintendents, State Board of Education members, curriculum framework writing teams, State Department of Education curriculum specialists, and others. For each position there shall be a nominee and one alternate. In the event the nominee does not accept, the State Superintendent of Education is authorized to appoint the alternate and to make other substitutions when necessary.

It is the desire of the State Board of Education that a balance be maintained on each Instructional Materials Review Panel between large and small, rural and urban schools and school districts, and that the Panel membership include members whose interests reflect the needs of all students served by the educational system. Each Review Panel may have up to 25 percent lay membership. All other members shall be persons who are actively engaged in teaching, in the supervision of teaching, in the administration of public schools, and persons who have had teaching experience, special training or supervision in the subject field in which they have been appointed, or who have expertise in a subject area from which material and information should be integrated within the subject area under review. A majority of those appointed shall be full-time classroom teachers. The recommendations by the State Superintendent of Education shall include the size of each Review Panel, length of service term for each member, and the appointment of a State Department of Education staff member as facilitator for each Review Panel.

SECTION 5. Subject Areas Open for Bid

The State Board of Education, upon the acceptance of the recommendations from the Instructional Materials Advisory Committee or upon adoption or revision of a curriculum framework in a particular subject area, shall call for the adoption of instructional materials. The State Board of Education, through the State Superintendent of Education, shall make information relative to the call for bids available to publishers/vendors and school administrators, not later than 210 calendar days preceding the adoption date. It shall also make arrangements for an official announcement at least forty-five days before bids are to be opened. This announcement shall be sent to all companies registered with the State Department of Education, and a notice shall be given by legal advertisement in at least one daily newspaper in the State of South Carolina in accordance with general legal requirements.

Upon formal notice of the call for bids by the State Superintendent of Education, sample copies of the bid forms shall be made available to be used by companies in submitting instructional materials for adoption and a copy of the contract and bond each company shall be required to execute if its materials are adopted.

The State Superintendent of Education shall develop for State Board of Education approval a schedule outlining major dates and occurrences of the adoption process. The State Superintendent is authorized to make adjustments in the dates when necessary for the success of the adoption program. A copy of the Calendar of Events shall be provided to publishers/vendors with the call for bids.

SECTION 6. Submission of Materials for Panel Review

Publishers/vendors shall submit one copy of a brief along with the official bid for all instructional materials being offered for adoption. Failure to comply with this regulation shall automatically exclude materials for adoption. The brief shall include the level of learning difficulty, an ancillary materials and services list to include designation of free materials and price of optional materials for purchase, and other specific descriptive information as required by the State Superintendent of Education.

Each bidding company or its representative is responsible for distributing instructional material samples to each member of the appropriate Instructional Materials Review Panel on or before the date set by the State Board of Education for each adoption year. Companies are requested to supply a copy of the brief with the instructional materials samples to each Panel Member. This may be done by personal delivery or by mail to the address specified by the Review Panel member. Arrangements shall be made by the State Superintendent of Education for presentations by each bidder to the appropriate Instructional Materials Review Panel as a group. These group presentations shall take place no sooner than thirty days after the date which bidders are expected to have delivered sample materials. During formal panel deliberations, thirty minute sessions will be scheduled for each bidder with the Instructional Materials Review Panels during which the bidder will be given the opportunity to answer additional questions and present additional information.

Review Panels may request additional information and appearances from bidders during the adoption process. This shall be done by the facilitator when requested to do so by the Panel.

SECTION 7. Responsibilities of the Instructional Materials Review Panels

It shall be the duty of each Instructional Materials Review Panel to rate all items offered for adoption and file a written report with the State Superintendent of Education. The report shall consist of the Panel evaluation, list of items which the Panel recommends as suitable for adoption, and an annotation which includes for each item or series of items the common reading level of text materials, level of learning difficulty, and other information as required by the State Superintendent of Education. In order to be placed on the recommended list, instructional materials must receive affirmative votes from at least two-thirds of the Panel members.

There is no limit to the number of individual items or series of items which may be recommended by a Review Panel. All submitted items which meet the general and subject specific criteria as outlined in the grade level educational standards, curriculum framework, occupational education core curriculum, or other program areas for that subject should be recommended for adoption. However, prior provisions notwithstanding, the State Board of Education is not required to adopt any instructional materials recommended by the Review Panels that in the judgment of the State Board of Education are unsatisfactory.

The State Board of Education shall not approve and add a textbook or instructional materials to the state list of adopted materials unless it has been reviewed and rated by a properly constituted Instructional Materials Review Panel.

To facilitate efficient and competent evaluations by the Review Panels, the State Board of Education shall furnish the Panels with detailed instructions pertaining to its duties; an orientation to and copies of the subject's standards, curriculum framework, occupational education core curriculum, and other program area instruction; instructional materials evaluation criteria; and the time schedule necessary in order that the State Board of Education complete its work in an orderly fashion. It shall be the duty of the State Superintendent of Education or his/her designee to serve as coordinator and liaison between the State Board of Education and the Review Panels.

The Review Panels are authorized to secure the assistance and advice of consultants. Special consideration should be given to consultants from within the state. The Panels may receive clerical services from the State Department of Education.

Each Panel member must submit signed ratings sheets to the facilitator of the Review Panel for the State Department of Education files.

Textbooks shall not be recommended by the Instructional Materials Review Panels and the State Board of Education shall not adopt textbooks that fail to meet the official "Manufacturing Standards and Specifications for Textbooks." As national standards are developed for non-traditional materials, the State Board of Education may require adherence to those standards as well. Provided the State Board of Education reserves the right to waive minor deviations and technicalities, however, in each case the bidder is responsible for showing cause why the standards cannot be met. Copies of the official manufacturing standards and specifications and other applicable standards shall be made available for review to the bidding companies.

In the event an Instructional Materials Review Panel cannot submit a report that is acceptable to the State Board of Education, the Panel may be dissolved and a new Panel appointed in the same manner as the original Panel or the area may be considered for opening at a later date by the Instructional Materials Advisory Committee.

Each Instructional Materials Review Panel shall be dissolved according to the scheduled date of their term expiration.

SECTION 8. Public Review of Materials

The State Superintendent of Education shall make arrangements for a thirty-day public review of materials recommended by the Instructional Materials Review Panels prior to taking those recommendations to the State Board of Education. The public review sites shall be geographically distributed around the state at as many state-supported colleges and universities or, if necessary, other designated sites as will agree to host such reviews. The materials for public review shall be provided by the bidding companies. Public review sites shall be advertised in each congressional district in the newspaper with the largest circulation figures for that district.

A summary of the comments received during the public review period shall be provided to the State Board of Education to facilitate their adoption of instructional materials.

SECTION 9. Instructional Materials Review Panel Recommendations Submitted to State Board of Education

The State Department of Education shall provide to the State Board of Education, the Instructional Materials Advisory Committee, and the Instructional Materials Review Panels information to assist in determining whether instructional materials offered for adoption meet the official "Manufacturing Standards and Specifications for Textbooks" or other materials standards as available. A list shall be furnished of materials offered for adoption which, in the Department's judgment, fail to meet the manufacturing standards and specifications and specify in detail the deviations the State Department of Education finds prior to the rating by the Review Panels.

Materials which may not meet the appropriate manufacturing standards and specifications for those types of materials may be adopted when recommended by the appropriate Instructional Materials Review Panel and when the Panel's justification is deemed sufficient by the State Board of Education.

The Review Panels may recommend and the State Board of Education may adopt instructional materials in manuscript or beta stage. Provided, however, any contract awarded for materials in manuscript or beta form shall be subject to final approval by the State Board of Education and the Review Panels as to the final wording, format, illustrations and captions, and physical construction. None of the members of an Instructional Materials Review Panel for subject matter adopted in manuscript or beta form shall be discharged until final action has been taken by the State Board of Education on the completed product.

SECTION 10. State Board of Education Approval of Instructional Materials

Each Instructional Materials Review Panel shall submit to the State Board of Education through the State Superintendent of Education materials recommended for adoption in each subject area for which materials have been solicited for bid.

SECTION 11. Publish Instructional Materials Listing

The State Department of Education shall publish annually a listing of the newly adopted instructional materials for use in the public schools of South Carolina. A copy shall be provided to each school and school district.

SECTION 12. Substitution of Instructional Materials

Substitutions of new copyrights for instructional materials under contracts shall be allowed only with written permission as specified below.

- A. Any company under contract desiring to substitute a later copyright of adopted instructional materials with minor changes that can be used interchangeably in the same classroom without confusion may make application to the State Superintendent of Education. The company shall submit the appropriate number of samples of the edition under contract, samples of the edition it proposes to substitute, and complete lists of changes between the editions. If, after consultation with the appropriate Review Panel, the State Superintendent of Education concludes that the two editions can be used interchangeably in the same classroom without confusion, the State Superintendent is authorized to grant permission to substitute the new edition. All substitutions made under this provision shall comply with Section 9 of the regulations as to the construction of the instructional materials. All substitutions made under this provision shall be approved by the State Superintendent of Education and reported to the State Board of Education.
- B. Any company, desiring to substitute a later copyright of adopted instructional material that is so different from the original material that it cannot be used interchangeably in the same classroom without confusion, must make application to the State Board of Education and agree to take up all copies of the old instructional material in use in the public schools of South Carolina and allow an exchange rate to the State equal to any equity they have in the used material. The State Board of Education shall examine the company's request and if, in its judgment, there is sufficient merit to warrant further consideration, the State Board of Education shall instruct the appropriate Instructional Materials Review Panel to review the materials for substitution. After receiving the recommendation of the Panel, the State Board of Education shall determine whether the substitution shall be allowed.
- C. In all substitutions allowed, prices shall not exceed the price named in the original contract.

SECTION 13. Instructional Materials Review Panel Expenses

All members of the Instructional Materials Advisory Committee and of the Instructional Materials Review Panels except ex-officio members or full-time employees of the State of South Carolina shall be paid expenses as prescribed by State law and as funds are available.

SECTION 14. Submission of Materials by Schools or School Districts

A school or school district may submit for review materials which in their opinion best suit the needs of the students in their care. Upon submission, the school or school district shall be notified of the time frame within which they may expect to have the materials for use in schools. Materials to be used during the following school year must be approved by the State Board of Education by May of each year.

The State Department of Education shall request the publisher/vendor to submit the materials for adoption and copies of sample materials for use by the appropriate Instructional Materials Review Panel. Inability to secure agreement from the publisher/vendor for participation in the review process shall result in a denial of the request for review. Any item previously reviewed by a Review Panel in the initial call for bids for a subject area shall not be considered for review under this section.

If the publisher/vendor agrees to submit the materials for adoption, all applicable adoption regulations will be followed. Materials approved under this section shall be available for public review through the State Department of Education. Under no circumstances shall this section be used as a vehicle to circumvent the State instructional materials adoptions.

SECTION 15. Registering of Bidders and Publishers

Any bidder or publisher submitting instructional materials to the State for adoption shall on or before the day bids are received register with the State Department of Education the names, home addresses, and business telephone numbers of all agents or employees of any kind or persons retained for legal or other services to whom there is being paid or there will be paid any salary, commission or royalty for representing the bidder or publisher. This information shall be kept open for inspection by the public, members of the State Board of Education, the Instructional Materials Advisory Committee, and the Instructional Material Review Panels. The failure of any bidder or publisher to register the names, home addresses, and business telephone numbers of all agents of any kind as specified shall be deemed as sufficient cause for summary rejection of the bid or proposal of that bidder or publisher.

SECTION 16. Conflict of Regulations

Any or all rules and regulations which may be in conflict with the provisions of this regulation are hereby declared null and void.

SECTION 17. State Board of Education Waiver

- A. The State Board of Education may, in its discretion and upon written request of the Department or any person who is subject to this regulation, grant a variance from one or more specific provisions of this regulation. The requesting party shall:
1. identify the specific provisions of this regulation from which variance is sought;
 2. demonstrate that compliance with the identified provision would not be in the best interest of students, schools, school districts, or the state; and

3. demonstrate that the variance will have no significant adverse impact on the students, schools, school districts, or the state.

- B. In granting a variance, the State Board may impose conditions reasonably necessary to assure that the subject activity will have no adverse impact on the students, schools, school districts, or the state.
- C. Any variance granted by the State Board may be immediately withdrawn if the State Board finds noncompliance with conditions of the variance or other information that the variance is not in the public interest or that the petitioner has provided false or inaccurate information on which the variance was granted.
- D. Nothing herein shall be construed as a waiver of the State Board's right to deny any petition for a variance.

The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, sex, or handicap in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the director of Human Resources, 1429 Senate Street, Columbia, South Carolina 29201, (803) 734-8505.